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Nature," in which the attempt is made to state the proper place of education as a factor for supplementing the biological evolution of the species.

The reviewer takes pleasure in stating that he has found the book most stimulating in the classroom, and that, if the ability to provoke thought and discussion is in any way a measure of the excellence of a piece of work, this should receive a high rank.

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*Which College for the Boy? Leading Types in American Education.* By JOHN CORBIN. Boston: Houghton, Mifflin & Co., 1908. Pp. 274. \$1.50.

This book is a collection of six essays dealing with university life at Princeton, Harvard, Michigan, Cornell, Chicago, and Wisconsin, to which are appended a description of the rise of the state agricultural college ("The Awakening of the Farmer"), a comparison of the small college (Beloit and Knox) with the university, and a brief note upon the cost of a college education. The essays appeared originally in the *Saturday Evening Post* (Philadelphia), but in their present form they have been somewhat amplified and supplied with interesting notes in which the author considers the criticisms, particularly those from Harvard adherents, that have been directed against the original articles.

The author disclaims the intent, which his main title suggests, of advising parents where to send their sons: his aim is rather to familiarize young men and their parents, and even college graduates themselves, with the *clientèle*, traditions, aims, and activities of a half-dozen typical American universities, in brief "to enable the reader to think effectively on the problem in hand, and so to suit the college to the boy, the boy to the college." This purpose Mr. Corbin has accomplished in a manner at once instructive, entertaining, and, I believe, unexpectedly frank and unbiased.

The six universities are, as has been said, selected as representatives of as many types, which are indicated by the subtitles of the essays: thus Princeton is termed a collegiate university, Harvard a Germanized university, Michigan a middle-eastern university, Cornell a technical university, Wisconsin a utilitarian university, while Chicago is dubbed the "University by Enchantment."

It is no doubt true that these designations possess descriptive value. Mr. Corbin has caught and embodied a characteristic feature of each of these leading institutions. Naturally, the temptation is to overstrain the features, and it may, on this account, be questioned whether he has not in some cases distorted his perspective in his endeavor to justify his descriptive title.

A considerable portion of each article is concerned with the social life of the student-body—fraternities, clubs, dormitories, dining-halls, etc.—and this Mr. Corbin, evidently on the basis of his acquaintance with the English universities, regards as a problem which is vital and as yet virtually unsolved in this country.

On the other hand, the real inside life of these six leading universities has, in our opinion, often escaped portrayal. We doubt whether Mr. Corbin has pictured adequately the real opportunities that any one of these institutions offers to its students. The pictures that are given are rather, one might say, the

entertaining stories of a clever reporter, who has spent a few days in the fraternity houses at each university, and has, by this means and by a few interviews with presidents, deans, and faculty members, sought to catch the most striking feature of each institution and to serve this up with a spice of college tradition and anecdote.

There is, necessarily, another drawback to the book, viz., the limits of space have compelled its author to forego description of numerous institutions of leading rank and of the more numerous institutions of smaller size that are doing a very real and important work in the field of college education. Thus, for instance, there is no description of the typical New England college, e. g., of Amherst, Brown, Dartmouth, or Williams, or of any of the well-known colleges for women, e. g., Bryn Mawr, Smith, Vassar, or Wellesley, or of any one of the several less well-known institutions, like Clark College, at Worcester, that are putting into play some radically new and extremely interesting educational principles and methods.

Mr. Corbin's note on the cost of a college education states that men are living on five hundred dollars a year and less at large institutions, whereas others are spending five, and even fifteen, thousand dollars a year, but "a boy who has a thousand dollars a year need never feel pinched or at any real disadvantage in college life" and "twelve to fifteen hundred is the maximum which wise parents will allow." If the implication be drawn that students with less than a thousand dollars a year may feel pinched or find themselves at a real disadvantage, Mr. Corbin's statement is clearly incorrect. The present writer has found that of a class of fifty students at Cornell, no one spent as much as one thousand dollars a year, while the consensus of opinion of the class was to the effect that from six to seven hundred dollars a year was ample to enable a student at Cornell to take his university course without pinching or real disadvantage.

For these several reasons, one would hardly be justified in advising any parent to select a college for his son or daughter on the basis merely of the contents of Mr. Corbin's book—and, indeed, Mr. Corbin, as we have seen, disclaims the intent to supply such a basis for selection. At the same time, the book would, unquestionably, furnish a much larger fund of valuable information than the average parent commonly possesses when he selects his son's college. It should, therefore, be read by all intending college students and by their parents, and should be on the shelves of every preparatory-school library.

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*The Teacher, and Other Essays and Addresses on Education.* By GEORGE H. PALMER and ALICE FREEMAN PALMER. Boston: Houghton, Mifflin & Co., 1908. Pp. 395. \$1.50.

After having for years sent students and teachers to various magazine and pamphlet sources to work upon articles by Professor Palmer, the substance of which no one else afforded us, we now have brought together those of his educational writings "which may have some claim to permanent interest." These